



## MAYO ELEMENTARY

P. O. Box 130  
Mayo, S.C. 29368

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	303 Students	
<b>Principal</b>	William A. Browning	864-461-2622
<b>Superintendent</b>	Dr. Scott J. Mercer	864-578-0128
<b>Board Chair</b>	Mrs. Connie Smith	864-578-0128

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Excellent</b>	<b>Good</b>
2009	Average	Average
2008	Average	At-Risk
2007	Average	Below Average
2006	Good	Good

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

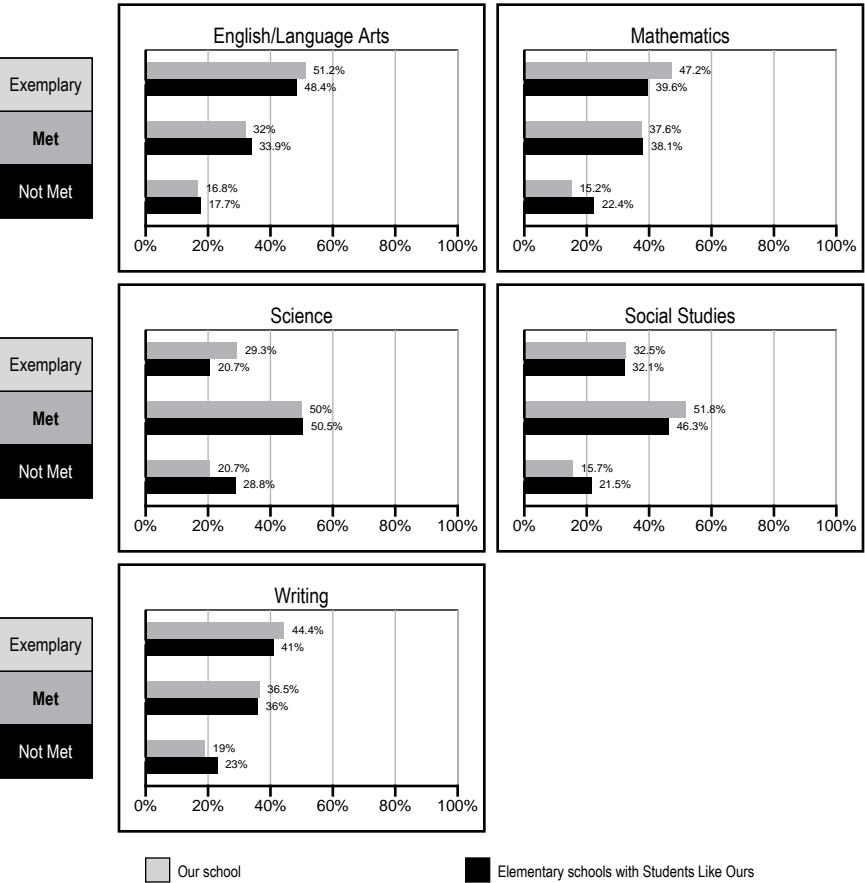
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 98.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
24	38	31	0	0

\* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=303)				
First graders who attended full-day kindergarten	98.1%	No Change	100.0%	100.0%
Retention rate	1.8%	Up from 1.7%	1.2%	1.2%
Attendance rate	96.0%	Down from 96.7%	96.2%	96.1%
Eligible for gifted and talented	18.5%	Up from 9.5%	16.0%	11.7%
With disabilities other than speech	12.0%	Up from 11.8%	7.5%	8.0%
Older than usual for grade	0.0%	No Change	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=19)				
Teachers with advanced degrees	47.4%	Up from 42.1%	62.2%	60.5%
Continuing contract teachers	68.4%	Up from 63.2%	86.7%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	95.8%	No Change	89.9%	87.0%
Teacher attendance rate	93.6%	Down from 95.6%	95.5%	95.4%
Average teacher salary*	\$49,020	Up 0.8%	\$48,113	\$47,288
Professional development days/teacher	16.4 days	Up from 13.9 days	10.7 days	10.5 days
School				
Principal's years at school	35.0	Up from 34.0	5.0	4.0
Student-teacher ratio in core subjects	18.4 to 1	Down from 19.3 to 1	19.9 to 1	19.2 to 1
Prime instructional time	88.1%	Down from 91.8%	90.9%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.8%	Up from 95.8%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,124	Down 8.6%	\$6,951	\$7,548
Percent of expenditures for instruction**	64.4%	Up from 58.9%	69.3%	68.7%
Percent of expenditures for teacher salaries**	57.5%	Up from 52.5%	66.4%	65.1%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Mayo Elementary School was chosen as one of 225 elementary schools in 29 states to participate in the Cracker Barrel Restaurant "Rockin" Reader program this school year. It provided rocking chairs and books for volunteers who read with students. Promethean Board technology was installed in one classroom and the media center. The 100 Book Challenge school target of 400 steps was completed by all students.

All classes in grades 1-5 at Mayo Elementary School met the Spartanburg County District Two student growth goal of 80% or better as measured by the Measures of Academic Progress. A writing consultant provided Writer's Workshop mini-lessons and conferencing. Our staff development focus for this year was formative assessment strategies and higher level questioning.

Notable student achievements for the 2009-2010 school year were as follows:

- 7% of our students received Perfect Attendance Awards.
- 38% of our students made the "A" Honor Roll.
- 41% of our students made the "A-B" Honor Roll.
- 60% of our fifth grade students received the Presidential Award for Academic Excellence.

In Science, our students studied live butterflies from cocoons, earthworms, fiddler crabs, frogs, guppies, and millipedes at various grade levels. Student artwork was exhibited at the Chapman Cultural Center, the Piedmont Interstate Fair, and the District Two Administration building. Physical education classes experienced actual Winter Olympic events utilizing technology. Our school sponsored charitable projects such as Project Haiti and St. Jude's Children's Research through a Math-A-Thon program. Look for additional playground equipment this coming year. Our PTO continues to be a vital part of our overall school program.

William A. Browning, Principal

Donna Birch, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	20	39	22
Percent satisfied with learning environment	95.0%	87.2%	81.0%
Percent satisfied with social and physical environment	100.0%	87.2%	90.9%
Percent satisfied with school-home relations	94.4%	92.3%	95.2%

\* Only students at the highest elementary school grade level and their parents were included.

School Adequate Yearly Progress

YES

This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.7%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	94.0%*	Yes

\* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	131	100	16.8	32	51.2	92	87.5	83.5	Yes	Yes
Gender										
Male	68	100	18.2	30.3	51.5	93.9	85.1	80.1	N/A	N/A
Female	63	100	15.3	33.9	50.8	89.8	90.2	87	N/A	N/A
Racial/Ethnic Group										
White	128	100	16.4	32	51.6	91.8	89.1	89.6	Yes	Yes
African American	1	I/S	I/S	I/S	I/S	I/S	83	74.6	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	88.6	92.7	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	76.6	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	25	100	54.2	29.2	16.7	70.8	52.6	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	62.5	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	81.8	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	68	100	27.4	38.7	33.9	85.5	81.7	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	131	100	15.2	37.6	47.2	89.6	87.7	80.4	Yes	Yes
Gender										
Male	68	100	13.6	36.4	50	89.4	86	78.4	N/A	N/A
Female	63	100	16.9	39	44.1	89.8	89.7	82.5	N/A	N/A
Racial/Ethnic Group										
White	128	100	15.6	36.9	47.5	89.3	88.8	87.8	Yes	Yes
African American	1	I/S	I/S	I/S	I/S	I/S	81.5	69.3	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	91.4	93.5	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	82.9	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	25	100	45.8	41.7	12.5	66.7	53.6	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	68.8	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	86.3	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	68	100	25.8	43.5	30.6	82.3	82.3	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	86	100	20.7	50	29.3	79.3	75.2	67.3
Gender								
Male	48	100	17	55.3	27.7	83	74.3	66.9
Female	38	100	25.7	42.9	31.4	74.3	76.2	67.7
Racial/Ethnic Group								
White	84	100	20	51.3	28.8	80	78.1	79.6
African American	1	I/S	I/S	I/S	I/S	I/S	63.2	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	74.6	84.4
Hispanic	0	N/A	N/A	N/A	N/A	N/A	62.6	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	9	I/S	I/S	I/S	I/S	I/S	37.2	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	65.1	58.6
Socio-Economic Status								
Subsidized meals	44	100	32.5	47.5	20	67.5	66.9	55.4

Social Studies

All Students	86	100	15.7	51.8	32.5	84.3	77.8	70.9
Gender								
Male	44	100	9.3	53.5	37.2	90.7	78.1	70.1
Female	42	100	22.5	50	27.5	77.5	77.5	71.7
Racial/Ethnic Group								
White	85	100	15.9	51.2	32.9	84.1	80.2	79.2
African American	0	N/A	N/A	N/A	N/A	N/A	70	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	78.2	86.8
Hispanic	0	N/A	N/A	N/A	N/A	N/A	65.9	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	21	100	25	55	20	75	46.2	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	41.7	55
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	70.5	68
Socio-Economic Status								
Subsidized meals	47	100	20.5	59.1	20.5	79.5	69.1	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	132	100	19	36.5	44.4	81	80.9	72.1	96	96.2
Gender										
Male	68	100	19.7	36.4	43.9	80.3	75	65.2	96.2	96.2
Female	64	100	18.3	36.7	45	81.7	87.6	79.2	95.7	96.2
Racial/Ethnic Group										
White	129	100	19.5	35.8	44.7	80.5	82.9	80.8	95.9	96
African American	1	I/S	I/S	I/S	I/S	I/S	75.3	59.7	97.4	96.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	81.7	87	97.8	97.2
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	68.4	64.6	N/A	96.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	95.4
Disability Status										
Disabled	25	100	62.5	29.2	8.3	37.5	33.2	27.7	95.1	94.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	96.7
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	72.5	63.7	97.9	96.9
Socio-Economic Status										
Subsidized meals	67	100	36.1	39.3	24.6	63.9	72.5	61.9	95	95.6

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	47	100	22.2	28.9	48.9	77.8
	4	43	100	14.3	52.4	33.3	85.7
	5	43	100	19	54.8	26.2	81
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	48	100	15.6	22.2	62.2	84.4
	4	41	100	22.5	30	47.5	77.5
	5	42	100	12.5	45	42.5	87.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	47	100	17.8	48.9	33.3	82.2
	4	43	100	4.8	54.8	40.5	95.2
	5	43	100	38.1	52.4	9.5	61.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	48	100	15.6	24.4	60	84.4
	4	41	100	10	47.5	42.5	90
	5	42	100	20	42.5	37.5	80
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	22	100	28.6	57.1	14.3	71.4
	4	43	100	14.3	64.3	21.4	85.7
	5	21	100	57.1	33.3	9.5	42.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	24	100	13.6	36.4	50	86.4
	4	41	100	20	55	25	80
	5	21	100	30	55	15	70
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	25	100	25	54.2	20.8	75
	4	43	100	7.1	61.9	31	92.9
	5	22	100	19	66.7	14.3	81
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	24	100	13	39.1	47.8	87
	4	41	100	15	50	35	85
	5	21	100	20	70	10	80
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	48	100	32.6	26.1	41.3	67.4
	4	44	100	22.7	29.5	47.7	77.3
	5	42	100	31	35.7	33.3	69
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	49	100	21.7	28.3	50	78.3
	4	41	100	20	40	40	80
	5	42	100	15	42.5	42.5	85
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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